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Key Readings on Children's Development of Social Inclusion and Respect for Diversity

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July 2010



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The National Center for Children in Poverty (NCCP) is the nation's leading public policy center dedicated to promoting the economic security, health, and well-being of America's low-income families and children. Using research to inform policy and practice, NCCP seeks to advance family-oriented solutions and the strategic use of public resources at the state and national levels to ensure positive outcomes for the next generation. Founded in 1989 as a division of the Mailman School of Public Health at Columbia University, NCCP is a nonpartisan, public interest research organization.

KEY READINGS ON CHILDREN'S DEVELOPMENT OF SOCIAL INCLUSION AND RESPECT FOR DIVERSITY

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Dr. Mariajosé Romero is associate research scientist at NCCP, where her research examines the intersections of class, race, ethnicity, gender, immigration status and ability in structuring disparities in early education and early school processes – specifically, early chronic school absenteeism, student mobility, teacher absenteeism and mobility – and child outcomes, as well as ways to redress those disparities through a social inclusion and respect for diversity framework.

ACKNOWLEDGEMENTS

This resource is part of a project funded by Bernard van Leer Foundation.

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Overview

This resource includes a sample of research and policy books, articles, reports, and other resources on how children from birth to 10 years of age develop concepts related to social inclusion and respect for diversity (SI & RD). Three separate research traditions directly or indirectly address this question:

- ◆ Research from developmental, cognitive, and social psychology, which explores processes in laboratory settings. Issues examined include: prejudice development; intergroup contact; racial perspective taking ability and racial attitudes; implicit and explicit biases and stereotypes; empathy; attachment; social categorization and social identity; and perceived threat and stereotype threat. Questions remain about how the research findings are circumscribed to the broader context within which research takes place or how they may apply to children's natural contexts.
- ◆ Research from multicultural education and critical cultural studies of education, schools and peer cultures, which examines children in schools, peer groups, and other contexts where they grow and develop. Based on an analysis and critique of

how society, culture, and the economy structure children's experiences and trajectories, this literature explores such issues as: peer cultures; class, race and gender stratification and socialization; teacher-student interaction; teacher preparation; and school curriculum and school knowledge, among others. Questions remain about how the processes of identity formation, group formation, exclusion, attachment, or solidarity discussed in this literature are grounded on children's psychological capacities and developmental stages.

- ◆ The literature in early childhood education, describing direct work with young children and their caregivers. Based largely on the anti-bias work of Louise Derman-Sparks* and to a lesser extent on multicultural education, this literature examines issues of teacher perspectives; teacher preparation; curriculum content, specifically with regards to rationales for selecting story books and literacy activities; and the role of media. With a somewhat weak theoretical and empirical basis, this literature proceeds with little discussion of the psychological foundations or the social, political, cultural and economic contexts within which children grow and develop.

* Derman-Sparks, Louise. 1990. *Anti-bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children; Derman-Sparks, Louise. 1989. *The Anti-bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children; and Derman-Sparks, Louise; Phillips, Carol B. (1997). *Teaching/Learning Anti-racism: A Developmental Approach*. New York: Teachers College Press.

There is, however, little communication and cross-fertilization across these traditions, resulting in the lack of a consistent, articulated message from the research to the community of program evaluators, practitioners, teachers and trainers, and policy-makers in early childhood education.

This resource constitutes an effort to facilitate the introduction of researchers new to the field of SI & RD, as well as of professionals and stakeholders in early childhood education, to the key research findings on how young children develop concepts related to SI & RD; the role of schools, preschools, peer groups, families and communities; and promising practices in early education. The list presents each citation followed by a brief description, organized according to broad topical categories within each research tradition:

- ◆ Research from psychology and related disciplines: implicit bias; intergroup contact; prejudice development and reduction; racial attitudes and perspective taking; social categorization and social identity;
- ◆ Research from critical cultural studies and multicultural education: identities and peer cultures; racial segregation; school mechanisms of social exclusion; curricula and educational knowledge; teachers; and
- ◆ Research from early childhood education: identities and peer cultures; education workforce; teacher preparation; curricula and educational knowledge; the role of media.

For a more exhaustive list of research publications since 2005 see Romero, Mariajosé. 2010. *An Annotated Bibliography on Children's Development of Social Inclusion and Respect for Diversity*. New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.

For publications prior to 2005, with a greater emphasis on respect for diversity and tolerance see Romero, Mariajosé. 2008. *Annotated Bibliography: Promoting Tolerance and Respect for Diversity in Early Childhood*. National Center for Children in Poverty, Columbia University Mailman School of Public Health.

For a definition of the broad topical categories and a summary of key research findings see Romero, Mariajosé. 2010. *Promoting Social Inclusion and Respect for Diversity in Early Childhood: What are the Research Findings? Report of a Meeting, Nov. 6, 2008*. New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.

Research from Psychology and Related Disciplines

Prejudice Development and Reduction

- ◆ Pettigrew, Thomas F. 2008. Future Directions for Intergroup Contact Theory and Research. *International Journal of Intercultural Relations* 32(3): 187-199.
A review of recent research and theory on intergroup contact with a discussion of recommendations for future work in the field.

Intergroup Contact

- ◆ Pettigrew, Thomas F; Tropp, Linda R. 2006. A Meta-Analytic Test of Intergroup Contact Theory. *Journal of Personality and Social Psychology* 90(5): 751-783.
A meta-analysis of 713 independent samples from 515 studies on the effectiveness of intergroup contact in reducing intergroup prejudice, with an analysis of the impact of Allport's optimal contact conditions.
- ◆ Bigler, Rebecca S; Liben, Lynn S. 2007. Developmental Intergroup Theory: Explaining and Reducing Children's Social Stereotyping and Prejudice. *Current Directions in Psychological Science* 16(3): 162-166.
A discussion of developmental intergroup theory (DIT): a new theoretical model on the causal mechanisms of stereotyping and prejudice among children.

Racial Attitudes and Perspective Taking

- ◆ Katz, Phyllis A. 2003. Racists or Tolerant Multiculturalists? How Do They Begin? *American Psychologist* 58(11): 897-909.
A discussion of theory and research on the origin of negative racial attitudes.
- ◆ McKown, Clark. 2004. Age and Ethnic Variation in Children's Thinking About the Nature of Racism. *Journal of Applied Developmental Psychology* 25(5): 597-617.
A qualitative study of the development of views of racism among six-to-ten-year olds from ethnically diverse backgrounds.

Social Categorization and Social Identity

- ◆ Mahalingam, Ramaswami. 2007. Essentialism, Power, and the Representation of Social Categories: A Folk Sociology Perspective. *Human Development* 50(6): 300-319.
A discussion integrating cognitive and social approaches to essentialism in the study of the development of prejudice and social categories.
- ◆ Bigler, Rebecca S; Patterson, Meagan M. 2007. When and Why Social Categorization Produces Inequality (and Vice Versa). *Human Development* 50(6): 328-332.
A discussion of Ramaswami Mahalingam's efforts to integrate two dominant perspectives on social categorization, cognitive-developmental and social constructivist views.

Implicit and Explicit Biases and Stereotypes

- ◆ Sinclair, Stacey; Dunn, Elizabeth; Lowery, Brian S. 2005. The Relationship between Parental Racial Attitudes and Children's Implicit Prejudice. *Journal of Experimental Social Psychology* 41(3): 283-289.
A study of the extent to which children's identification with parents moderates the latter's influence on children's implicit and explicit racial prejudice.
- ◆ Rudman, Laurie A. 2004. Social Justice in Our Minds, Homes, and Society: The Nature, Causes, and Consequences of Implicit Bias. *Social Justice Research* 17(2): 129-142.
A discussion of the relationship between implicit and explicit biases, factors that moderate their relation, and evidence pointing to their different origins.

Research from Critical Cultural Studies and Multicultural Education

School's Mechanisms of Social Exclusion

- ◆ Anyon, Jean; Greene, Kiersten. 2007. No Child Left Behind as an Anti-Poverty Measure. *Teacher Education Quarterly* 34(2): 157-62.
A discussion of the economic and policy contexts limiting the impact of the No Child Left Behind law (NCLB) to promote greater equality in educational access and outcomes and reduce the achievement gap.
- ◆ Hochschild, Jennifer L. 2003. Social Class in Public Schools. *Journal of Social Issues* 59(4): 821-840.
A discussion of how social class structures differences in educational outcomes.

Racial Segregation of Schools

- ◆ Orfield, Gary; Frankenberg, Erica D.; Lee, Chungmei. 2002. The Resurgence of School Segregation. *Educational Leadership* 60(4): 16-20.
A study of the resurgence of the racial segregation of schools and factors accounting for this change.
- ◆ Brayboy, Bryan McKinley Jones; Castagno, Angelina E.; Maughan, Emma. 2007. Equality and Justice for All? Examining Race in Education Scholarship. *Review of Research in Education* 31: 159-194.

Curricula and Educational Knowledge

- ◆ Popkewitz, Thomas S. 2002. How the Alchemy Makes Inquiry, Evidence, and Exclusion. *Journal of Teacher Education* 53: 262-267.
A discussion of school subjects as embedding social and psychological concepts about the nature of the child as learner, the student-teacher relation, and the teaching act that regulate and normalize the educational process, as well as of the implications of this perspective for incorporating a social inclusion and diversity approach into educational practice.

Teachers

- ◆ Ladson-Billings, Gloria J. 2005. Is the Team All Right? Diversity and Teacher Education. *Journal of Teacher Education* 56: 229-234.
A discussion of the implications of a diverse teaching workforce for educational practice.
- ◆ Gay, Geneva. 2005. Preparing for Culturally Responsive Teaching. *Journal of Teacher Education* 53: 106-116.
A discussion of the various forces and processes contributing to the politization of the field of teacher education.
- ◆ Sleeter, Christine E. 2001. Preparing Teachers for Culturally Diverse Schools: Research and the Overwhelming Presence of Whiteness. *Journal of Teacher Education* 52: 94-106.
A review of research on the effectiveness of preservice teacher preparation to work in schools serving a diverse student body as well as historically underserved communities.

Identities and Peer Cultures

- ◆ Moore, Valerie Ann. 2003. Kids' Approaches to Whiteness in Racially Distinct Summer Day Camps. *The Sociological Quarterly* 44(3): 505-522.
A qualitative study of preadolescents' approaches to whiteness in racially distinct summer camps.

Research from Early Childhood Education

Identities and Peer Cultures

- ◆ Aydt, Hilary; Corsaro, William A. 2003. Differences in Children's Construction of Gender Across Culture. *American Behavioral Scientist* 46(10): 1306-1325.
A comparative, qualitative study of the practices of gender segregation and cross-sex play in the peer cultures of Italian, lower-class African American, and upper-middle-class, White American children.

Education Workforce

- ◆ Kagan, Sharon Lynn; Tarrant, Kate; Carson, Amy; Kauerz, Kristie. 2006. *The Early Care and Education Teaching Workforce: At the Fulcrum: Summary Report*. Houston, TX: Cornerstones for Kids. Retrieved from http://www.cornerstones4kids.org/images/teachers_report_0107.pdf.
An overview of the characteristics of the child care and early education workforce, with goals that will transform the workforce.

Teacher Preparation

- ◆ Lim, Chih-Ing. 2005. Diversity Competencies within Early Childhood Teacher Preparation: Innovative Practices and Future Directions. *Journal of Early Childhood Teacher Education* 26(3): 225-238.
An overview of initiatives for developing student diversity competencies in the areas of culture and ability in early childhood teacher preparation programs.
- ◆ Bellm, Dan; Whitebook, Marcy. 2006. *Roots of Decline: How Government Policy has De-Educated Teachers of Young Children*. Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment. Retrieved from http://www.iir.berkeley.edu/cscce/pdf/roots_decline06.pdf.
A demographic and public policy contextualization of the findings of the study, "Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004."

Curricula and Educational Knowledge

- ◆ Boutte, G. S. 2008. Beyond the Illusion of Diversity: How Early Childhood Teachers can Promote Social Justice. *The Social Studies* 99(4): 165-73.
A discussion of how little a diversity perspective informs actual teacher attitudes, instructional practices, curricula, and school ethos and policies, despite rapidly changing demographics in U. S. schools and the widening achievement gap between white and minority students.
- ◆ Louise Derman-Sparks; Patricia Ramsey. 2005. What if All the Children in My Class are White? Historical and Research Background. *Young Children* November, 20-27.
A discussion about assumptions and misconceptions held by teachers about the purposes of anti-bias/multicultural education for white children and its implementation in classrooms with no apparent racial, ethnic, or cultural diversity, with a description of ideas for classroom activities.

The Role of Media

- ◆ Cole, Charlotte F.; Labin, Daniel B.; del Rocio Galarza, Maria. 2008. Begin With the Children: What Research on Sesame Street's International Coproductions Reveals About Using Media to Promote a New More Peaceful World. *International Journal of Behavioral Development* 32: 359-365.
A review of research on the educational effectiveness of locally-produced coproductions in Israel, Palestine, Jordan, and Kosovo that promote prosocial messages addressing the complex socio-political context, with a discussion of implications for best practices for media projects targeting children living conflict regions.



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